

CHESNEE ELEMENTARY

212 North Alabama Ave.
Chesnee, SC 29323

GRADES PK-5 Elementary School

ENROLLMENT 511 Students

PRINCIPAL Dr. Robert Ledford 864-461-7322

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Joyce M. Wright 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	53	32	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

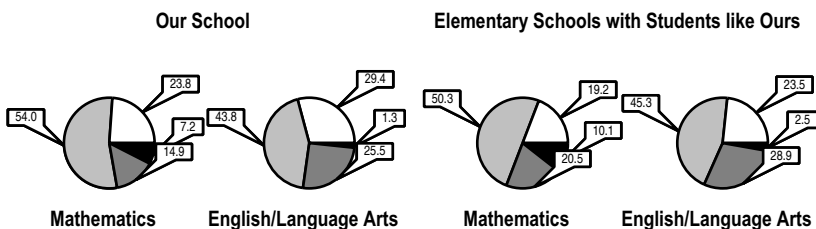
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	87	61
Percent satisfied with learning environment	94.1%	83.5%	77.0%
Percent satisfied with social and physical environment	85.3%	82.4%	68.3%
Percent satisfied with home-school relations	72.7%	80.5%	72.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	257	100.0	29.4	43.8	25.5	1.3	26.8	17.6
Gender								
Male	145	100.0	33.3	45.5	20.5	0.8	21.2	17.6
Female	112	100.0	24.3	41.7	32.0	1.9	34.0	17.6
Racial/Ethnic Group								
White	218	100.0	26.4	44.2	27.9	1.5	29.4	17.6
African-American	33	100.0	45.5	42.4	12.1	N/A	12.1	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	206	100.0	21.5	45.7	31.2	1.6	32.8	17.6
Disabled	51	100.0	59.2	36.7	4.1	N/A	4.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	257	100.0	29.4	43.8	25.5	1.3	26.8	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	255	100.0	29.2	43.8	25.8	1.3	27.0	17.6
Socio-Economic Status								
Subsidized meals	149	100.0	36.4	43.4	19.4	0.8	20.2	17.6
Full-pay meals	108	100.0	20.8	44.3	33.0	1.9	34.9	17.6

Mathematics								
All students	257	100.0	23.8	54.0	14.9	7.2	22.1	15.5
Gender								
Male	145	100.0	23.5	53.0	14.4	9.1	23.5	15.5
Female	112	100.0	24.3	55.3	15.5	4.9	20.4	15.5
Racial/Ethnic Group								
White	218	100.0	21.8	52.3	17.8	8.1	25.9	15.5
African-American	33	100.0	33.3	66.7	N/A	N/A	N/A	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	206	100.0	17.7	55.4	18.8	8.1	26.9	15.5
Disabled	51	100.0	46.9	49.0	N/A	4.1	4.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	257	100.0	23.8	54.0	14.9	7.2	22.1	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	255	100.0	23.6	54.5	14.6	7.3	21.9	15.5
Socio-Economic Status								
Subsidized meals	149	100.0	28.7	56.6	9.3	5.4	14.7	15.5
Full-pay meals	108	100.0	17.9	50.9	21.7	9.4	31.1	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	82	N/A	22.2	38.3	38.3	1.2	39.5
	Grade 4	101	N/A	27.0	33.0	36.0	4.0	40.0
	Grade 5	85	N/A	28.6	53.6	15.5	2.4	17.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	69	100.0	26.9	41.8	29.9	1.5	31.3
	Grade 4	94	100.0	22.5	51.3	26.3	N/A	26.3
	Grade 5	94	100.0	37.5	38.6	21.6	2.3	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	82	N/A	24.7	42.0	19.8	13.6	33.3
	Grade 4	101	N/A	29.0	29.0	27.0	15.0	42.0
	Grade 5	85	N/A	23.5	54.1	16.5	5.9	22.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	69	100.0	16.4	59.7	20.9	3.0	23.9
	Grade 4	94	100.0	26.3	52.5	13.8	7.5	21.3
	Grade 5	94	100.0	27.3	51.1	11.4	10.2	21.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 511)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 3.1%	3.0%	2.4%
Attendance rate	95.4%	Down from 95.8%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.1%	Down from 13.7%	15.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.4%	Up from 8.3%	8.7%	8.0%
Older than usual for grade	0.2%	Down from 0.5%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	55.9%	Up from 45.7%	45.2%	50.0%
Continuing contract teachers	79.4%	Down from 80.0%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.7%	Down from 90.5%	88.0%	86.2%
Teacher attendance rate	94.9%	Down from 95.0%	95.2%	95.3%
Average teacher salary	\$40,236	Down 0.7%	\$39,615	\$39,909
Prof. development days/teacher	19.4 days	Up from 9.3 days	10.9 days	11.4 days

School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student-teacher ratio	19.4 to 1	Up from 18.0 to 1	19.2 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 89.5%	89.8%	89.7%
Dollars spent per pupil*	\$5,319	Down 3.9%	\$5,668	\$5,892
Percent spent on teacher salaries*	65.1%	Up from 64.7%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chesnee Elementary School is a Title 1 school serving one of the county's most unique communities. Over the last several years the two largest employers closed, forcing many parents out of work or into traveling long distances for work.

In order to help the students with both academic and social needs, the staff works with students in academic assistance before and after school. The school has a partnership with the Boys and Girls Club of Spartanburg to operate a year-round program for students. The club provided participants with both academic and social training in a fun-filled, caring and supportive environment. The Dolly Parton Imagination Library is a program that targets preschool children. Our accomplishments with this program have helped better prepare our future students. Reading is Fundamental continues to provide the students with quality children's books. Nearly 2,200 books were given to students. Two of the most successful instructional programs used to help students have been Thinking Maps and Write From the Beginning.

A student survey indicates that students' attitudes toward learning and their teachers are positive. The survey also reflects that ninety-four percent say their teachers expect them to learn. Eighty-six percent report that classes are challenging. Eighty-five percent are satisfied with the overall school environment.

For the fourth consecutive year, parent participation has increased. The school staff and PTA worked together to promote parental involvement. Six PTA student programs were conducted throughout the year. Participation in the two family nights designed to help parents understand how to academically assist their children exceeded school projections. An organized volunteer program was implemented this year and was met with tremendous success. The increase in parent participation is one contributing factor that has enhanced student performance.

The teachers and staff continue to improve their teaching skills and strategies. Many teachers participate in staff development opportunities beyond the programs planned by the district and school. The teachers recognize the importance of professional growth in helping them improve student performance.

Together with the community, Chesnee Elementary School plans to continue to focus on the current programs, as well as to seek new strategies to help further mold the students into intelligent, well-mannered and caring citizens.

Larry Irvin, Interim Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.